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ABSTRACT

First in a series of three child development lesson plan manuals for adult basic education instructors, this publication contains materials on pregnancy and preparation for parenthood, infant care, characteristic child behavior at different ages, the physical and emotional needs of small children, their social and intellectual needs, and family relationships and responsibilities. Each lesson covers background material for instructors, objectives, lesson motivation and development, suggested activities, and student worksheets and fact sheets. A lesson plan evaluation checklist is also included. (LY)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Parent Education & Family Life

LESSON PLANS

adult basic education

AC008176

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT/ALBANY

ED041215

LESSON PLAN MANUAL

a

Series of Lesson Plans and Worksheets

on

PARENT EDUCATION & FAMILY LIFE

CHILD DEVELOPMENT:
THE FIRST FIVE YEARS

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT
ALBANY, NEW YORK 12224
1970

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FOREWORD

This manual is designed to provide instructors in adult basic education programs with lesson plans which treat the subject of parent education and family life. Each lesson contains background material for the instructor, aims, lesson motivation and development, suggested activities, and student worksheets and factsheets. The latter are to be used as masters for providing student copies of these same sheets. This publication is the main component of the materials packet for parent education and family life. Additional elements in the packet are the filmstrip with its accompanying manual and the student brochure. Soon to be prepared are two more packets which will complete the materials on parent education and family life. Similar groups of materials are now available in the areas of practical government, consumer education, and health and nutrition.

The Bureau of Continuing Curriculum Development expresses appreciation to the members of the National Advisory Committee, the "Big Cities" Advisory Committees, and the Professional Advisory Committee for their significant contributions to the planning and development of the social living skills curriculum project. From these preliminary deliberations, the Bureau has continued the development of the series. Gratitude is extended to Richard L. Clark, Haverstraw Middle School, Haverstraw, and William I. Nennstiel, Curriculum Coordinator, Fonda-Fultonville Central Public Schools, Fonda, for writing the basic manuscript and reviewing its subsequent drafts; John W. Abbuhl, M.D., for his extensive services as a professional and technical adviser in the development of this publication; and Oscar A. Kaufman who was responsible for the illustrations used herein.

Further acknowledgment is given to Alfred T. Houghton, Chief, Bureau of Basic Continuing Education, and the following members of his staff who reviewed the materials and made valuable suggestions which were incorporated into the manuscript: Neil W. Carr, Supervisor, and Harvey Johnson, Lois A. Matheson, William W. Freeman, Robert Poczik, and Theodore Turone, Associates. Appreciation is also expressed to Dorotha M. Conklin, Chief, and George F. Foot, Associate, Bureau of Child Development and Parent Education; and Robert H. Johnstone, Chief, and Howard O. Yates, Associate, Bureau of Elementary Curriculum Development, who carefully reviewed the manuscript and made pertinent suggestions for its modification. Barry W. Jamason, Associate, Bureau of Continuing Education Curriculum Development, coordinated the project and designed and prepared the manuscript for publication.

HERBERT BOTHAMLEY, *Chief*
Bureau of Continuing Education
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WILLIAM E. YOUNG, *Director*
Curriculum Development Center

MESSAGE TO THE INSTRUCTOR

It is to be hoped that these materials will prove to be of practical value in your important task of providing improved instructional programs for students in adult basic education classes.

To fully appreciate the scope and intent of this project, you should read the introductory handbook, *Teaching Social Living Skills*. This booklet describes the organization of the Social Living Skills materials, provides teaching suggestions, and includes a brief, but useful, bibliography. Further information on the subject of Parent Education and Family Life may be obtained by directing enquiries to the Office of Child Development, Department of Health, Education,and Welfare, Washington, D.C., and to the Bureau of Child Development and Parent Education, New York State Education Department.

The lesson plans, factsheets, and worksheets in this manual on *Parent Education and Family Life* deal specifically with the subject of child development from birth to preschool age. The lessons represent a range of topics including parental responsibility, child care, physical, emotional, social, and intellectual development, and the behavior of children. This publication is the first in a series of three which, collectively, propose to treat child development from birth to eighteen years.

Hopefully, this manual will fulfill the twofold task of assisting you in your instructional program and of providing your students with practical and useful information. You can make a significant contribution to the refinement of these materials if you record your reactions and suggestions on the evaluation sheet found at the end of the booklet.

ALFRED T. HOUGHTON, *Chief*
Bureau of Basic Continuing Education

MONROE C. NEFF, *Director*
Division of Continuing Education

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INTRODUCTION

The material in these lesson plans has been arranged by general topics of *Parent Education and Family Life*. It may be that the complexity or quantity of the material in any one of these lessons will prevent its being completed in a single session. Therefore, it is recommended that the topics be selected and introduced with the amount of material presented being determined by its pertinence, by the availability of community resources, and by student interest.

With the above considerations in mind, statements of objectives for each lesson are presented here in a suggested order of importance or significance. This ordering of objectives should serve merely as a guide in the event that time or other factors preclude covering all of the information in a lesson. The arrangement of the lessons in the manual is an arbitrary one, and it is not meant to suggest topic priority.

Parent Education and Family Life
Child Development: The First Five Years

- PREPARING FOR PARENTHOOD
  - To develop positive attitudes toward parenthood and the continuity of responsibility it requires
  - To know of and utilize medical facilities and services
  - To establish continuity in the patient's use of these facilities and services
  - To stress the importance of personal cleanliness
  - To highlight the pregnant woman's need for a well-balanced diet
  - To emphasize the value of regular exercise during pregnancy
  - To have parents prepare siblings for the arrival of the newborn
  - To offer practical answers to the question of maternity wear
  - To underscore the husband's cooperative role as a parent
- INFANT CARE
  - To encourage parents to regularly discuss infant care problems with a physician

- To have parents:
  - notify a doctor at the first signs of illness in a child
  - exercise common sense caution in providing safe surroundings for the child

- To encourage the mother to be confident of her ability to feed the child

- To stress that a feeling of tenderness be transmitted to the infant

- To underscore the practicality and economy of buying prepared solid foods for the baby

- CHARACTERISTIC BEHAVIOR

  - To impress upon parents that knowing usual patterns of development and the great variability that can occur will help them understand their children's behavior

  - To point out that, though each child is unique in his growth, there is a general sequence of development which is observable in children

  - To emphasize that children grow at different rates and exhibit individual differences

  - To suggest to parents that:
    - infancy is a time of complete dependence characterized by instinctual reflex patterns
    - the toddler stage is one of assertiveness and personality growth
    - the runabout stage is one of increasing socialization, independence, and imagination

- PHYSICAL AND EMOTIONAL NEEDS OF CHILDREN

  - To develop the idea that permitting a child to learn skills and self-confidence under appropriate direction is a more practical approach to health and safety considerations than overprotection

  - To emphasize that toys (which should be safe, simple, and hygienic) will help small muscle and hand-eye coordination

  - To stress that sunshine and exercise are vital to a child's well-being

  - To convey that considerations of outdoor attire for children should be dictated by appropriateness and simplicity

  - To urge that parents not be over-anxious about a child's eating habits

  - To accentuate the fact that the child should constantly experience family love and affection

  - To convince parents that interest in, and concern for, their children can alleviate resentment, frustration, and troublesome behavior

- To point out that children of this age are eager and curious by nature and have a continual need for stimulation

- To present the idea that healthy, emotional self-expression exists as legitimately in children as it does in adults

- To develop the thought that bedtime may be utilized as a time for sincere parent-child communication

- To emphasize that a child should learn to use some time each day to amuse and occupy himself

- SOCIAL AND INTELLECTUAL NEEDS OF CHILDREN

  - To suggest that parents encourage self-expression to the extent that it is socially acceptable and safe

  - To urge parents to expose their children to a variety of seeing, hearing, and doing experiences

  - To stress the importance of giving a child the opportunity to interact socially with other children

- FAMILY RELATIONSHIPS AND RESPONSIBILITIES

  - To show that a child must be aware of his parents' commitment to loving him regardless of his performance

  - To underline the essentiality of family communication based upon respect and skill

  - To explain discipline as the control and direction of impulses

  - To stress the need to prevent situations which may be troublesome for the child

  - To impart the necessity of instilling self-confidence in each child and avoiding preferential treatment

  - To have parents understand that disagreements over what should be done for the child should not be carried on in his presence

PREPARING FOR PARENTHOOD

Background Material for the Instructor

Parenthood should be a satisfying and joyful experience. In these modern times, the expectation of having a child should be faced with happiness and confidence--happiness at the prospect of bringing a new life into the family and the world, and confidence in the people of the medical profession who are prepared to be of assistance.

Symptoms of Pregnancy

Although the fact of delayed menstruation usually suggests pregnancy, it is not necessarily a definite indication of this condition. Therefore, some additional signs of pregnancy are:

- nausea
- frequent need to urinate
- tingling sensation in, and enlargement of, the breasts
- change in body color -- the nipples become darker and a brown line may appear on the stomach

Medical Care

Whatever the sign, a woman who suspects she is pregnant should select or seek referral to a physician. The doctor will diagnose the woman's condition through questioning, examination, and one or a combination of several tests especially designed to determine pregnancy.

Once it is certain that the woman is pregnant, the prospective parents should select a hospital, unless the doctor has already indicated what this choice should be. It is important that this be done at an early date so that the parents may attend the hospital's prenatal orientation sessions.

Diet

A proper diet during the initial stages of pregnancy is a primary means of avoiding complications and of enhancing the probability of a safe delivery and a healthy baby. An excessive increase in weight (the average is about 20 pounds) will make childbirth difficult and necessitate laborious dieting and exercise to lose the extra pounds after delivery.

Medical evidence substantiates the idea that mothers who have eaten ample protein, vitamin, and mineral foods during pregnancy bear healthier babies than mothers who have neglected these items in their diets. The regular, daily diet, prescribing approximately 200 calories more than are required by a nonpregnant woman, should be comprised mainly of the following:

- meat and fish
- milk and eggs
- vegetables and fruits
- whole grain or fortified cereals and breads

The diet should also include eight glasses of fluid per day. Two of these eight glasses should be milk, preferably skimmed. The total daily milk requirement, including the milk contained in other foods, is one quart. The calcium in milk plays an important part in fetal development in addition to being necessary for the mother's good health.

Exercise

During pregnancy the woman may continue her normal recreational pursuits, keeping in mind that when she is pregnant it takes longer to recuperate from exhaustive activities. Walks, beginning with ones of short duration, are highly recommended as a source of exercise. Special prenatal exercises are very effective in relieving backaches, promoting healthful posture, and preparing the body for childbirth.

Personal Hygiene

For the pregnant woman, personal cleanliness is an extremely important matter. In addition to the necessity of bathing or showering regularly and wearing clean clothing, there are certain health considerations which demand greater attention or which arise initially because of pregnancy. Constipation, for example, which may occur in the latter months of pregnancy, can be alleviated by a diet of laxative foods such as bran cereals, whole wheat breads, leafy salads, and prunes.

Clothing

It is *not* necessary to have an extensive maternity wardrobe. A few articles which provide maximum comfort and are attractive to husband and friends are sufficient. If excessive backache pain and weariness persist in later pregnancy, the doctor should be consulted as to the necessity of a maternity corset. It may be that more specific medical advice is necessary.

A mother should also avoid wearing spiked heels since they do not provide secure footing and are apt to tip the wearer forward. Panty or circular garters and rolled-up stockings are inadvisable because they tend to restrict circulation. Tights, panty hose, or support hose especially for pregnant women provide the necessary comfort for an expectant mother.

In preparation for the hospital stay, the expectant mother should pack a traveling bag several weeks before the anticipated arrival of the child. This precaution will eliminate any last-minute haste and will allow for the possibility of an early arrival of the newborn. A list of suggested items to be included is provided in the Development.

Childbirth

Labor pains are the most common signs of readiness for delivery, but there are other indicators such as reddish vaginal discharge ("show"), and

the release of the amniotic fluid. These signs necessitate that immediate contact be made with the physician. When the mother is admitted to the hospital, she places herself in the hands of competent professionals who will deliver her child.

Role of the Husband

Due to the increasing complexity of demands placed upon the family through societal changes, child rearing has become more of a cooperative parental effort in recent years. The husband then, as well as the wife, should understand about the embryo's development from the very beginning. This knowledge regarding the growing embryo will be of special value when the father sees his newborn for the first time. As an example, the baby's skull, being soft and pliable, might be temporarily misshapen as a result of the birth process. If the husband-father has been actively interested throughout the pregnancy, this potential source of concern and alarm will already have been discussed.

Further, the husband can be of help by:

- ensuring that his wife makes her regular visits to the doctor
- assisting her in carrying out the doctor's instructions and in preparing for the baby's arrival
- taking over more of the household chores

Preparation by the Family

To avoid last-minute confusion, the husband should consider in advance the best route and method for getting to the hospital. It would also be helpful to have an arrangement with a relative or a neighbor to arrive at a moment's notice to babysit with the children while father takes mother to the hospital.

The husband-father role is especially vital if the newborn has brothers and sisters at home. In order to minimize sibling jealousy and other behavior problems, adequate preparation must be made for the introduction of the new infant to the children at home. It is also important that the older children share in the event from the early stages of pregnancy. Thus, they will feel that they are a part of the preparations for the new arrival. This can be accomplished by the following:

- discussing the purchase of any new furnishings for the baby
- allowing the siblings to put away new clothing
- having the child place his hand on the mother's abdomen to feel the baby kick
- repeating such phrases as, "Mommy is going to the hospital. We will have a tiny new baby. They will come home together in a few days."

When mother is at the hospital, the father should spend extra time with the other children. Anyone staying in the home to provide assistance during the mother's absence should be someone with whom the children are well-acquainted. The father can further ease the period of adjustment by relaying messages between the mother and the siblings at home. The new baby should be mentioned in these notes. When mother comes home from the

hospital, she should have a reunion with the other children separate from the new child. Try to avoid the situation in which the newborn is brought home while the other children are staying with friends or relatives. The older children should be at home to welcome the baby as opposed to returning to a home "taken over," in their way of thinking, by the newborn.

Further information regarding jealousy and other sibling behavior changes is included in the lesson FAMILY RELATIONSHIPS AND RESPONSIBILITIES.

Suggested Lesson Plan

Aims

- To develop an awareness on the part of the prospective parents that early preparation for the new baby is of extreme importance
- To encourage women to place themselves under a doctor's care from early pregnancy, and to have the child delivered in a hospital
- To promote the idea that a family should share the pleasures and responsibilities that come with the addition of a newborn child

Motivation

Read the following account to the class. When you have finished, ask class members to relate similar experiences.

Joe enters the kitchen after an exhausting day at work. His wife, Rita, nervously starts a conversation by saying;

"I went to the clinic today."

Joe says, "Did the doctor give you anything for your upset stomach?"

"Well, he... he examined me, and as we thought, I am going to have a baby. I'm to go back for checkups once a month."

"That's nice...you're pregnant. You know my mother had seven healthy kids and she never went to a clinic for monthly check-ups."

"But the doctor said..."

"O.K., O.K....."

"Joe, we should be thinking about clothes and a crib and other things for our baby. Let's see if we can buy something on sale."

"Rita, you women worry too much. How can we buy anything when we don't even know if it will be a boy or girl? Where's my supper? I'm hungry."

Development

In conducting discussions, the teacher should regard himself as a resource person. Insofar as possible, he should use the information which members of the class already have, emphasizing the concepts presented in the background material and those implied in the reading.

In order to generate this discussion, ask the following questions based on the above reading:

--What are some of the things Joe must learn to better help his wife prepare for the child's arrival?

--Now that Rita knows she is pregnant, what must she know about medical care, diet, exercise, and maternity clothing?

Have the students contribute ideas toward the construction of lists similar to the ones below. The teacher or a student may record the items on the chalkboard as the class offers them.

Baby's Furnishings

- a separate room is not necessary, but the sleeping area should heat well in cold weather and not become too warm in hot weather
- crib, portable bed, or cradle with a firm mattress that fits on all sides
- a bumper guard for the inside perimeter of the crib (A rolled blanket serves this purpose adequately.)
- two or three crib sheets
- two crib blankets
- two quilted pads
- a chest of drawers which serves as a central location for the infant's personal items

Baby's Clothing

- three dozen diapers (These diapers may be used as sheets if the baby sleeps in a cradle. Small diapers are to be avoided.)
- four to six cotton shirts
- four to six nightgowns or jumpsuits
- four to six receiving blankets
- sweater
- coat and bonnet
- four pairs of waterproof pants

Mother's Traveling Bag

- comb and brush
- tooth brush and toothpaste
- hand mirror and cosmetics
- bobby pins
- soap
- bedroom slippers, nightgown, and robe
- pre-pregnancy size girdle
- sanitary belt and napkins

Suggested Activities

- Discuss with the students some of their suggestions for activities which would provide pregnant women with much-needed exercise.

- Use the filmstrip *Rachel's Child* as reinforcement for the concepts emphasized in Motivation and Development (especially frames 8-15; 41-53). The filmstrip should be previewed by the instructor prior to its screening for the students.

- Have the students record brand names and prices as if they were going to buy the articles on the lists mentioned in Development. This comparative shopping activity is valuable in that it introduces basic concepts of consumer education in addition to giving the students a familiarity with necessary purchases.

- Invite mothers, some of whom may be your own students, to display articles of clothing, furnishings, and some of the things an expectant mother should assemble for her hospital stay.

- Together with the class, the teacher should prepare a sample diet and exercise routine for a week. The material for this project may come from a local public health agency or an interested area practitioner. In fact, it would be wise to submit the resultant routine to this same interested doctor for his stamp of approval.

- If the local public health facility offers classes for expectant parents, a visit could be arranged for the students. Alternatively, a public health official knowledgeable on this subject might visit your class. It might be possible to invite a local obstetrician to speak to the class. In any one of these instances, the class, with the assistance of the instructor, should prepare a series of questions based upon the conceptual content of this lesson plan. Well-rehearsed questions will enable all to profit from the efficient use of the visitor's time. Equally important is the need to brief the outside consultant on the program, its purposes, and on the interests of the students.

Worksheet Activities

Worksheet A is designed as a discussion activity for students who read up to a second grade level. Allow the students a moment or two to study the illustration. Then read with them the caption, "What might these people be saying to each other?" The students should attempt to describe the conversation of the three adults. The following questions could be used to start the discussion:

--What things can a doctor tell a husband and wife who wish to have a baby?
--What questions should they ask the doctor?
--When should a married couple go to the doctor for advice?

Stress that a doctor can counsel married persons about planning for a family. He can help instill confidence in them about their ability to have and raise children successfully.

A round-robin discussion technique can be used with this worksheet. After 7-10 responses to each question, continue with the round-robin and another question. The responses of the group should be written on the chalkboard by a student recorder. These responses can also be transcribed on the back of the worksheet, with the students being encouraged to take the worksheet home as a reference guide.

Worksheet B is recommended for those reading on levels 3-4 and is to be used as a review exercise. The instructor should assist the students in answering the questions and act as a moderator for a class discussion of the answers.

The Factsheet is for students who read at the 5-8 level, and it may be used for review and reinforcement of the foregoing concepts. After class use, the Factsheet may be taken home for further study.

Worksheet C may also be used by students who are able to read at the 5-8 level. After assisting the students in the completion of this question sheet, the instructor should encourage a class discussion of the answers.

Student Worksheet A: *Preparing for Parenthood*

Instructions: Discuss with the instructor what you think the people in the drawing might be saying to each other.

What are they saying to each other?

Student Worksheet B: *Preparing for Parenthood*

Instructions: Read each of the following and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. When a woman has nausea and misses her period, she:

   [ ] may be pregnant

   [ ] should see a doctor

   [ ] should ask her friend for help

2. When his wife is pregnant, the husband should:

   [ ] go out more often

   [ ] do more of the household chores

   [ ] go to the clinic with his wife

3. For a pregnant woman, walking:

   [ ] is bad

   [ ] is good exercise

   [ ] can be overdone

4. When mother goes to the hospital to have the baby:

   [ ] father should not visit the hospital

   [ ] father should try to spend more time with the family

   [ ] relatives can be of help in the home

5. A pregnant woman:

   [ ] should not worry about getting fat

   [ ] should have a balanced diet

   [ ] should watch her weight carefully

Student Factsheet: *Preparing for Parenthood*

Glossary

AMNIOTIC FLUID - The fluid that surrounds and protects the embryo

"BREAKING OF WATER" - Occurs when the fluid that surrounds and protects the baby is released shortly before birth

CALORIE - Energy from food which is used by the body

CLINIC - Building in which people may get medical assistance

CONSTIPATION - When passing of solid wastes is difficult and/or infrequent

EMBRYO - The baby during its first two months of life inside mother

FETUS - The baby from the end of the second month until the moment of birth

MENSTRUATION - A woman's monthly discharge of blood

NAUSEA - Stomach sickness

OBSTETRICIAN - A doctor who delivers babies

PERIOD - The monthly time when a woman discharges blood

PERSONAL HYGIENE - Caring for your own health

PREGNANCY - The time (approx. 9 months) when a woman carries a baby within her body

PREPARED - being ready

"SHOW" - A pinkish discharge from the vagina during the last stage of pregnancy

UTERUS - Place inside the mother where the embryo or fetus lives and grows during pregnancy

VAGINA - The opening in the mother's body through which the baby passes at birth

In recent years, it has been proved that the mother's activities during pregnancy play an important part in the development of the fetus. The better-prepared, healthier, and more relaxed the mother, the healthier the new-born is likely to be. This preparation for the new baby by the parents should begin during the very early stages of pregnancy.

The expectant mother should be concerned with proper diet, exercise, clothing, and personal hygiene. The husband can assist his wife by protecting her from becoming overtired and by being understanding during his wife's pregnancy. Together, the expectant parents must begin to gather the baby's clothing, personal items, and furnishings, and prepare mother's traveling bag.

Student Worksheet C: *Preparing for Parenthood*

Instructions: Complete the following sentences and be ready to discuss each with your instructor. Place a check in the box or boxes to indicate the correct choice(s). There may be more than one correct choice for some.

1. Preparation for the baby:

   [ ] is of concern only to the mother

   [ ] has no effect on the health of the baby

   [ ] should start during the early months of pregnancy

2. Maternity clothes:

   [ ] are the same as regular clothes

   [ ] help to make mother comfortable

   [ ] should be attractive to husband and friends

3. A pregnant woman:

   [ ] should eat more bread and pie

   [ ] should change her diet

   [ ] usually drinks more milk

4. A pregnant woman should:

   [ ] go to bed late and get up late

   [ ] take afternoon naps

   [ ] not change her sleeping habits

5. The things in mother's traveling bag should be:

   [ ] put together the night before she is due

   [ ] mainly maternity clothes

   [ ] put together several weeks before the child is expected

Instructions: Answer the question below in the space provided.

Why is it important to begin preparing for the baby's arrival early in pregnancy? _____

_____

_____

INFANT CARE

Background Material for the Instructor

Although a baby appears helpless and unable to adapt to his environment at birth, he is actually free to live and thrive under many circumstances. Parents of the newborn should be aware of their child's earliest physical, emotional, social, and intellectual characteristics and needs.

Probably the most significant point to be made about infant care is the importance of having faith in the ability of a physician to provide the best care possible for a child. It is also necessary for the parents to believe in their own good sense and judgment as to the matter of daily decisions about the child's health and well-being.

Physical Characteristics

A notable physical characteristic of an infant is the size of his head, which is about one-fourth the length of his body. Sometimes the head is slightly misshapen as a result of the delivery, but its symmetry will be restored during the first few weeks of life.

A newborn's senses are classified as dulled but responsive; more specifically:

- touch - the newborn's most noticeable response is to touch and feeling; he reacts readily to changes in temperature and to being cuddled; sucking is a primary activity for him.

- sight - eyes are closed or only partially opened, but expressionless; vision is dim and the coordination poor because the muscles of the eye are weak.

- hearing - usually unresponsive to all noises save for loud, sharp ones during the first week or so; sound recognition is not developed until after the eighth week.

- taste - highly developed at birth; the very sensitive tongue examines all objects.

- smell - it is a month before odor perception becomes acute.

Feeding - Milk

During an infant's first few months, milk provides nearly all his nutritional needs. The mother must insure that the baby receives enough milk, when he needs it, and that he enjoys taking his milk. She should

feel relaxed and confident in her ability to provide for the child at her breast or with bottle-feedings.

A breast-fed baby derives contentment from being close to his mother while feeding. Similarly, a bottle-fed baby who is held during the course of feeding can experience this same warmth and tenderness. For this reason, the mother should not prop up the bottle to permit the baby to feed himself. By selecting a comfortable chair and holding the baby easily in her arms, the mother helps to create a peaceful, relaxed atmosphere for both herself and the baby.

An infant does not usually take the same amount of milk at each feeding. He should not be forced to take more than he seems to want. If a baby turns away from the nipple, falls asleep, or lets the milk dribble out of his mouth, he has had enough.

Some general suggestions and considerations regarding feeding routines for the first few months are as follows:

- A baby should develop his own feeding schedule initially.
- The feeding interval will gradually lengthen from two hours (a demand schedule is rarely more frequent than this) to four and then to six hours.
- For the first few weeks, in order to prevent both mother and child from becoming overtired, individual feedings should not last more than an hour.
- The parents will find it necessary to adjust their schedules until the baby develops a fairly regular sleep-eat pattern, usually around the third month, which they should then enforce.
- A breast-fed baby of six to eight weeks might be offered a bottle once a day to prepare for weaning and to give mother some flexibility in her daily routine.
- Only the mother and the doctor should decide on amount and type of formula for a bottle-fed baby.
- The formula temperature can be checked quite easily by allowing a few drops to trickle from the nipple onto the inside of the wrist.
- Hiccups can usually be relieved by a few pats on the back. However, if this does not work, try giving a little more of the formula.

Feeding - Other Foods

The doctor will tell the mother when to start giving the baby solids and with what foods to start. Usually the first solid is (milk) cereal. Cereal is generally followed by strained vegetables and fruits, and then by strained meats. In most cases, with the possible exceptions of pudding and applesauce, it is more efficient and economical to buy these products

than to prepare them at home. Except for fruit, all solid foods should be served warm. As the child grows older, his diet will be increasingly supplemented by regular table food.

Egg yolks, which provide iron, vitamins, and proteins, are generally given when the baby is five or six months old, but again, this is something the doctor will suggest.

Orange or some other fruit juice may be started in the second month. It should be diluted in a one-to-one ratio with cool water which has been boiled.

The doctor will suggest a regular arrangement for providing the infant with Vitamins C and D which may be given to the baby with a spoon or a dropper.

Health and Hygiene

It is advisable to place the infant under the care of a physician who treats children. Be prepared to visit him with the baby monthly for the first six months, and every other month from then until the end of the first year. A notebook should be kept for jotting down questions prior to the mother's visit. If at any time the baby seems ill, the doctor should be notified. The baby's symptoms can be described to him on the phone.

The fears that a baby will be smothered or strangled are commonly held by parents of newborns and they may be alleviated by observing a few basic rules:

- Destroy all thin plastic covering material.
- Tuck all blankets under the mattress.
- Try to avoid using necklaces, neck bracelets, or constrictive clothing.
- Do not leave any loose ties or strings near the baby.
- Investigate when the child cries.

The doctor will explain about bathing the infant, probably before the mother leaves the hospital. For the first two weeks, only a sponge bath should be given (see Suggested Activities). The baby may have a tub bath when the mother feels strong enough. It may be done in the sink or in a plastic basin or tub. After the tub has been filled, the water temperature should be tested with the elbow. The baby's head should be supported to prevent the face from getting into the water. A baby should never be left alone during bathing.

Diapers

Common sense should be the guide in changing a baby's diapers. The baby does not need to be changed everytime he wets, but he should be changed when he is uncomfortable, and whenever he gets up from a nap. The diapers should be rinsed and then put in a pail containing water and a deodorizer.

Diapers containing a bowel movement should be rinsed in the toilet and wrung out before being placed in the pail.

Diapers need not be ironed, but, to save time, they should be folded when dry. Adequately rinsing diapers in the wash tub or washing machine can help prevent diaper rash. If a rash does develop, change the baby more often and do not use rubber pants over the diapers until the rash disappears. Should it persist, consult the family doctor.

Suggested Lesson Plan

Aims

- To encourage parents to place their young children under the care of a doctor and consult him in all matters concerning the children's health and welfare
- To acquaint parents with some of the specific techniques of infant feeding and health care

Motivation

This lesson may be introduced by making an overhead transparency of the illustration which is on the next page and showing it to the students. (The drawing may be described to the students or circulated throughout the class instead.)

This representation of a mother coming to a child in distress is to be used as a device to initiate discussion about proper infant care.

Development

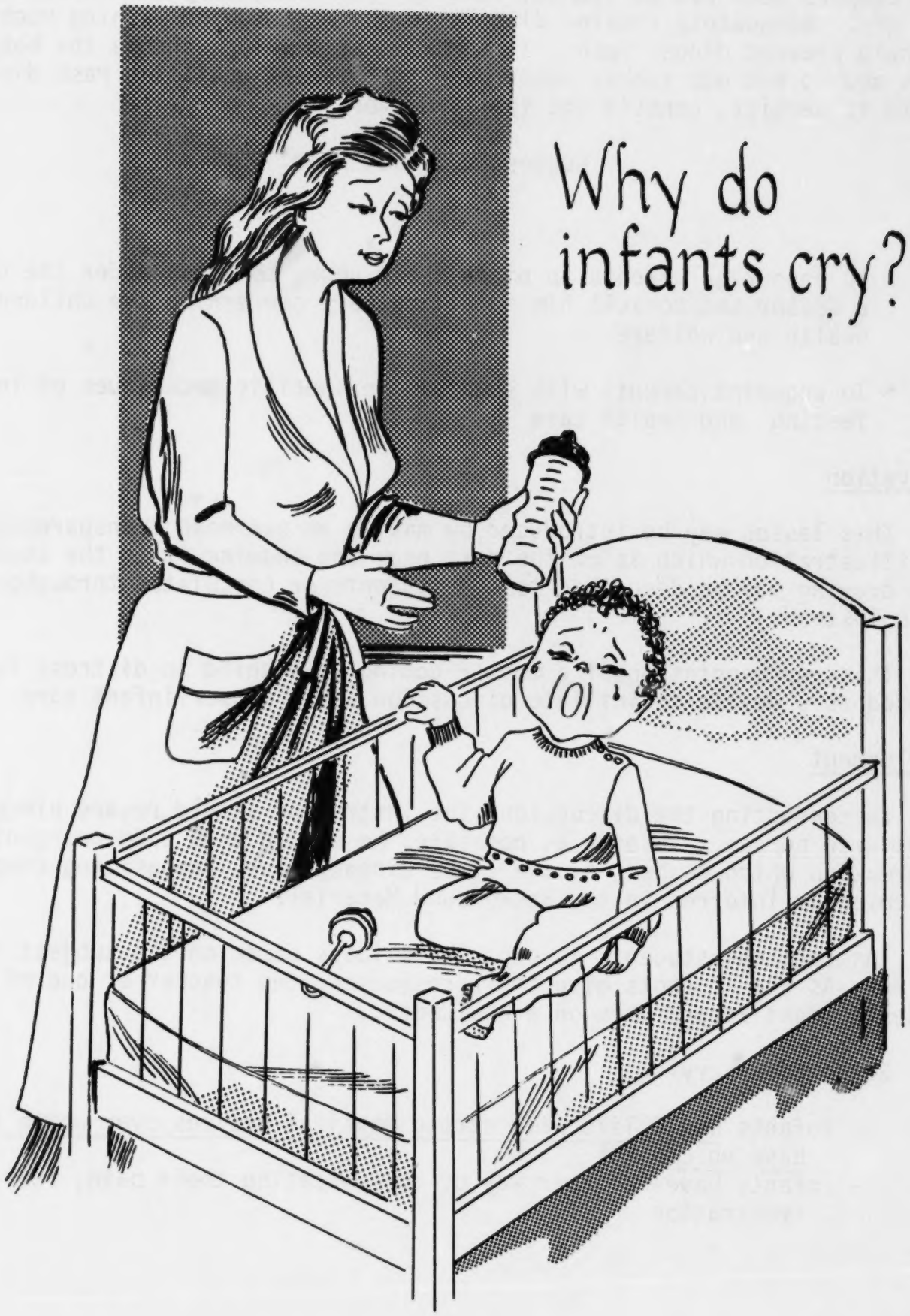
In conducting the discussion, the instructor should regard himself as a resource person. Insofar as possible, he should draw upon unorganized information which members of the class already have, emphasizing concepts presented or inferred in the Background Material.

Instruct the students to contribute ideas based on the subject of crying. As the students give their responses, the teacher or one of the students might record them on a chalkboard.

Reasons for crying:

- infants begin life with strong physical desires over which they have no control
- infants have no other way of communicating their pain, fear, or frustration

Motivation (cont.)



Conditions (other than illness) which cause a baby to cry:	Remedies:
- wet diaper	- clean diaper
- sleeping uncomfortably	- change his position; smooth out the bedclothes; use a tightly rolled blanket to support him on his side; change diaper
- he is too warm or too cold	- change the amount of covering or clothing accordingly
- indigestion (hiccoughs)	- burp the infant or give him a little more of the formula

Some general suggestions which might prevent excessive crying in many situations are the following:

- Handle the child with love and self-assurance.
- Resist the temptation to continually check whether the infant is still breathing - repeated checking like this can contribute to making the child a light sleeper.
- Pick up and fondle the child even when he is not crying - if the fondling is done only to stop him from crying, the infant may associate crying with a reward of parental love with obvious results.
- Children are extremists - try to be more casual about their tears.

Suggested Activities

- Arrange for a visit to the class by a nurse or a medical para-professional who would be able to demonstrate administering a sponge bath to a newborn. For this activity, have the bath items in readiness. (For obvious reasons, a doll should be used in this demonstration.) Items and the bathing procedure are as follows:

  - Bath items: table; chair; plastic washbowl; small washcloth; big, soft, bathtowel; sterile cotton wads; baby oil; fresh clothing; clean diaper

  - Procedure: Fill the bowl with lukewarm water. Pick up the child (doll) and place him on a clean diaper on the lap. Using the sterile wads, wipe the mucus from the baby's eyes and the dirt from his nose and ears. Using the washcloth, sponge the child's face with clear water...next, his arms, neck, chest, stomach and legs. Turn the baby on his stomach to sponge his back. Use the towel to

cover the parts of his body not being washed at any given time. Dry with a patting rather than a rubbing motion. When the washing is completed, oil the scalp and all the creases of his body, using a new wad for each crease. If the navel bleeds, it should be cleansed with alcohol (if the navel area becomes inflamed, the doctor should be notified).

If this demonstration cannot be arranged for the students, the procedure and the materials to be used should be discussed with the class as a substitute for the activity.

- Use the filmstrip, *Rachel's Child*, to reinforce the concepts described in the Background Material (especially frames 24-29; 31; 39). The filmstrip should be previewed by the instructor prior to its screening for the students.

- Together with the class, the instructor should outline typical dietary routines for a three-month old child and a six-month old child. The activity may be enhanced by having students record brand names and prices of the diet items. This exercise in comparative shopping is valuable in that it introduces basic concepts of consumer education in addition to acquainting students with necessary purchases.

- Invite mothers, some of whom may be your own students, to display techniques of holding, feeding, burping, and changing a child. (Again, a doll should be used in these demonstrations.)

Worksheet Activities

Worksheet A is designed as a discussion activity for students who read up to a second grade level. Allow them a moment or two to study the illustration. Then read with them the caption: MY BABY IS SICK! Discussion should center on the reasons for the mother's estimate of her child's condition. The following are some symptoms which might be introduced into the discussion:

- general behavior - unusually quiet, drowsy, or irritable

- appetite - refuses to eat for a day, or fails to gain weight over a period of 7-10 days

- fever - 101° or above

- color - unusually flushed or pale

- skin - persistent rash or excess perspiration (the latter only if not caused by high room temperature or too much clothing)

- respiration - continued sneezing or coughing

- eyes - noticeably red or irritated

Worksheet B is recommended for students reading on levels 3-4. The instructor should assist students in completing the worksheet and act as a moderator for a class discussion of the answers.

The Factsheet is designed for students who are able to read at the 5-8 level. It may be used for review and reinforcement of the Background Material and taken home for further study beyond class use.

Worksheet C is also for students who read at the 5-8 level. After completing the worksheet, the students should discuss the concepts implied therein.

Student Worksheet A: *Infant Care*

Instructions: Talk about the reasons why the mother thinks her child is sick.

Student Worksheet B: *Infant Care*

Instructions: Read each question and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. An infant:

   [ ] takes the same amount of milk at each feeding

   [ ] cries when he is hungry

   [ ] should be burped during feeding

2. Dirty diapers should be:

   [ ] changed twice an hour

   [ ] rinsed well during washing

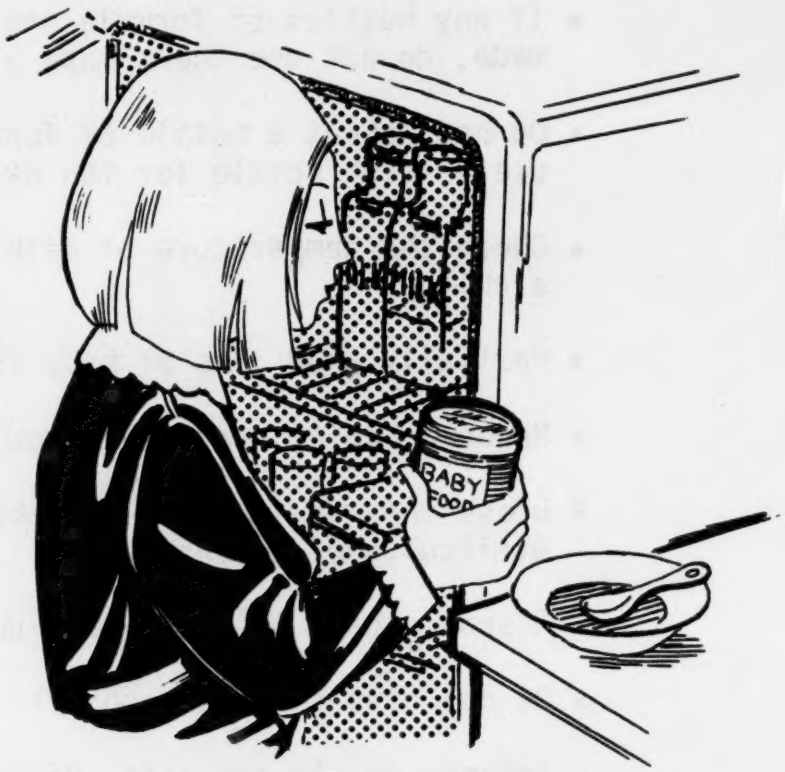
   [ ] put in a covered bucket with water and bleach until washed

3. Canned vegetables and meats for an infant are to be eaten:

   [ ] warm

   [ ] cold

   [ ] when the doctor says the child is ready for them



4. A baby's bath:

   [ ] should be given with hot water

   [ ] should be given at about the same time every day

   [ ] may be given in a safe, clean sink

5. Baby's solid foods:

   [ ] are usually easier to manage and cheaper when bought at the store

   [ ] should begin with the food eaten by adults

   [ ] are started during the first few weeks

Student Factsheet: *Infant Care*

Glossary

FEVER - A body temperature which is higher than the normal of 98.6°

PEDIATRICIAN - A doctor who cares for babies

VITAMINS - A type of food which the body uses to keep healthy

Hints for Good Infant Care

- If any bottles of formula are left twenty-four hours after they were made, do not use them; make a fresh formula.
- Do not reheat a bottle of formula that has been used; pour it out and use a fresh bottle for the next feeding.
- Check the temperature of milk and other foods before giving them to a child.
- Partially used jars of baby food should be kept in the refrigerator.
- Newborn babies need well-regulated, even room temperatures.
- Dress infants in simple clothes to save on the cost and on the difficulty of cleaning.
- A sponge bath is to be used until the infant's navel is healed.
- Do not give to a baby objects which can be swallowed.
- Infants should get safe, daily exercise.
- Do not force a baby to eat or drink more than he seems to want.
- A baby should not be fed spices (pepper, sage, mustard, etc.) during the first two years.
- Diapers should be well rinsed to prevent diaper rash.
- Vitamins and medicines should only be given to infants on the advice of a doctor.

Student Worksheet C: *Infant Care*

Instructions: Complete the following sentences and be ready to discuss each with your instructor. Place a check in the box or boxes to show the correct choice(s). There may be more than one correct choice for some.

1. It is best for mother, while feeding the baby, to:

   [ ] sit in a comfortable chair

   [ ] hold him in her arms

   [ ] make sure he finishes his bottle

2. An infant's toys:

   [ ] must be bought in a store

   [ ] should be small enough for the baby to pick up

   [ ] should be large enough so that he can't swallow them

3. Dirty diapers:

   [ ] often are the reason for a baby's crying

   [ ] can lead to diaper rash

   [ ] are to be rinsed thoroughly

4. Juice given to an infant:

   [ ] should be heated first

   [ ] is given instead of milk

   [ ] is mixed with warm water which has been boiled

Instructions: Answer the questions in the spaces below.

1. What foods other than milk should be given to a baby? _____

   _____

   _____

2. Make a list of the things needed for giving an infant his bath. _____

   _____

   _____

CHARACTERISTIC BEHAVIOR

Background Material for the Instructor

The first five years of a child's life are a time of considerable growth and change, evidence of which is reflected in his behavior. Each child has his own particular growth pattern and no two children develop in precisely the same manner.

General Development

Beyond these unique patterns, there is a general, observable sequence of development in infants. The earliest stage of this development is immediately after birth when the infant uses the capabilities he is born with. This involves sucking, crying, burping, and waving his arms and legs. Next, by the age of one month, the baby sucks anything and everything, grasps, turns his head, and begins to follow moving objects with his eyes. By the fifth month, there are suggestions of memory for, and awareness of, things other than himself. Physical development proceeds in a head-to-tail direction as, in succeeding months, the baby establishes head control and increases his ability to manipulate the hands. As these capacities increase, the stages of sitting up, creeping, crawling, and "cruising" are gradually attained, with the child usually learning to walk shortly after the first year.

Behavior Patterns

The behavior patterns of the child from birth to 5 years involve learning to understand the environment and to cope with its demands. By this process, the child becomes an integral part of his surroundings. The process includes feeding and bedtime learnings, toilet training, imitative play, and language learnings. These patterns of behavior may be subdivided into the following levels of growth:

- The Infant (birth to 1 year)
- The Toddler (1-2 years)
- The Runabout (3-5 years)

It should be remembered that these levels are not definitive. The characteristic behavior described in each is generalized, largely because the maturation rate of each child varies so greatly. Realization of these growth rates and of individual differences must be a consideration when characterizing behavior.

The Infant (birth to 1 year)

Infancy is a time of almost complete dependence upon parents for material things, learning, and sociability. In this stage, the child lacks mobility and adapts, for the most part, to parental control. This age is also characterized by open, wholehearted, and undisguised moods.

The Toddler (1-2 years)

During this period, the child discovers that he is able to assert his own personality, individuality, and independence. However, he has neither rational, orderly thought processes, nor the ability to perceive an organized understanding of his environment. Consequently, he often becomes negativistic, frequently responding with "NO" even though the answer is "YES" or "MAYBE."

The Runabout (3-5 years)

This stage is characterized by the beginnings of self-sufficiency, self-criticism, and the development of the "I" concept. It is a period of growth in social awareness, participation, and interaction. The child is active, noisy, and imaginative as well as imitative. Nonetheless, he is developing a capacity for longer stretches of quiet activity, and an ability to accept limits and restraints.

Further, more specific characteristics of these age groups are to be found in the Development.

Summary

A child's actions, for most of his first five years, are quite instinctive and largely unreasoning, although the ability to intellectualize, or to understand, becomes apparent in the latter part of this age span. It is important then, to consider the characteristics of the child's physical development in determining appropriate responses to his behavior. Parent understanding of these characteristics is necessary in order that a child may be permitted to do things as he becomes ready for them. For example, a child who is ready for highchair feedings need not be held at mealtimes. Similarly, a child who can obviously grasp and manipulate things quite well may be ready to attempt to feed himself instead of being spoonfed. Parents, for their part, should feel confident in their ability to make these determinations. Their own good judgment, along with professional medical advice, are the best guarantees of the healthy development of the child.

Suggested Lesson Plan

Aims

- To familiarize the student with the characteristic growth and behavior patterns of the child during his first five years
- To help develop an appreciation for a child's individuality within generalized developmental patterns

- To emphasize that the child's behavior mirrors the great growth and change which takes place in the first five years

Motivation

This lesson may be introduced by first describing the three levels of child development, and then by having the students associate this information with childhood behavior they may have observed in their own experience. While generating a discussion in this area, the most important consideration is to guide the discussion toward appreciation of individuality within general growth-behavior patterns.

In exploring these concepts, discussion, recording, and other interaction devices should originate, for the most part, with the students. A chalkboard listing or summary made by the students is helpful. If the desired realizations are not forthcoming from the student discussion, then they may be introduced by the teacher directly.

Many parents acquire their ideas on child-rearing from their own parents, relatives, and peers, and these ideas are sometimes difficult to change. Yet, parents who wish the best for their children can change their methods through group involvement in meaningful and life-like experiences.

The following questions might be used for further discussion:

-- When and how did your child start to walk?

-- What factors cause the Toddler to become irritable?

-- How are the play activities of the Runabout different from those of the Toddler?

Have the students attempt to recall, and list on the chalkboard, when their children first started on solids, sat up, walked, talked, and began toilet training. Attempt to bring out a sequential development of these firsts.

Development

The behavior characteristics below are intended as discussion items. Use only those which seem pertinent to the needs and interests of the class. It may prove beneficial to involve the class in selecting characteristics to be discussed.

The Infant (birth to 1 year):

- dislikes physical restraint
- hates the restrictions of getting dressed (An especially fascinating toy is a help.)
- shows pleasure in adornment
- displays a short attention span

- uses his hands in play activities (The child at six months may use individual fingers to poke.)

- controls head initially by turning it, then holds it erect; uses arms and trunk muscles to turn over; sits; and, as large muscle control develops, begins to crawl

- begins to reject the playpen after learning to crawl, and especially after learning to walk (When a child is ready, developmentally, to do something, permit him to do it.)

- cruises by walking around objects such as a crib, while holding on to the sides

- climbs before walking independently

- anticipates standing and walking by trying to hoist himself to a standing position (This is imitative behavior.)

- exhibits lack of patience; cannot wait; everything must be now (Consequently, parents need to have great patience and understanding.)

- enjoys "peek-a-boo" which teaches disappearance and reappearance, and eases fear of abandonment and loneliness

- reveals little sense of right and wrong and can be taught this only very gradually

- looks, handles, then quite often samples orally

- manifests need for thumb sucking (The less interference and fuss from the parents, the more likely the child is to stop.)

- produces a tooth after a period of drooling, excessive chewing, and fretting (It is natural for the child to be irritable during this time.)

- builds independence by learning to feed himself

The Toddler (1-2 years)

- displays great curiosity and occasionally remarkable observation.

- seems to be tremendously energetic (Constant activity makes this an exhausting period for the parent.)

- reveals fatigue by being irritable

- wants adult approval (The child likes to be close to mother, but father is becoming increasingly important to him.)

- utters syllables that gradually come to designate persons, objects, and eventually, ideas

- acquires control over his own impulses through word association
- begins to wash and dress, and to develop toilet habits
- displays extensive progress in locomotion
- exhibits fears of abandonment, darkness, and drains

The Runabout (3-5 years):

- possesses a full set of temporary teeth
- increasingly attentive
- enjoys dramatic play, role-playing
- plays in a purposeful and constructive manner
- likes to help with household chores
- needs occasional help in washing, dressing, eating, and toileting
- demonstrates greater individuality; lasting traits are beginning to become apparent
- goes through a stage of fussiness about scratches, cuts, and bruises --the "Band-Aid" stage
- places strong value in his body as a source of self-feelings and as a source of pleasure
- asks countless questions

Suggested Activities

- Have a general practitioner, a pediatrician, or a nurse visit the class to talk about behavior characteristics and developmental patterns of children up to 5 years. The students should prepare for this visit by helping to determine the topics, and by preparing questions and comments in advance. Be sure to brief the outside consultant on the program, its purposes,and the interests of the students.

- Show the filmstrip *Rachel's Child*. It may be used to reinforce some of the concepts pertaining to the infant and toddler stages (especially frames 20-23; 32; 34). The filmstrip is especially effective for developing positive parental attitudes about parenthood and child care. The instructor should preview the filmstrip prior to using it with the students.

- A student might bring to the class one of his children who exemplifies a level of development being discussed. The class could then associate the abstract concepts with visible behavior. This activity should be attempted only after considering the time of the class, the child's age, and the class response to this suggestion.

- Arrange for some of the class members who are parents of preschool age children to visit a kindergarten. After the visit they should be able to meaningfully discuss with the other students their reactions to the observed behavior. By the same token, a visit to some local, organized preschool programs would be a good way to observe the children's behavior.

- Compile a class library of free or inexpensive, easy-to-read pamphlets on parent education and early childhood development. These materials may be obtained from local hospitals and clinics, dentists, doctors, insurance companies, the State Education and Health Departments, and the Children's Bureau of the U.S. Department of Health, Education, and Welfare.

Worksheet Activities

Worksheet A is designed as a discussion activity for students who read up to the second grade level. Allow the students a moment or two to study the illustrations. The instructor should work closely with the students while they complete the sheet. Discussion should concern the reasons for the students' choices of picture labels.

Worksheet B is recommended for students reading on levels 3-4. The instructor should assist students in completing the worksheet. Discussion should be related to the determination of the correct picture sequence.

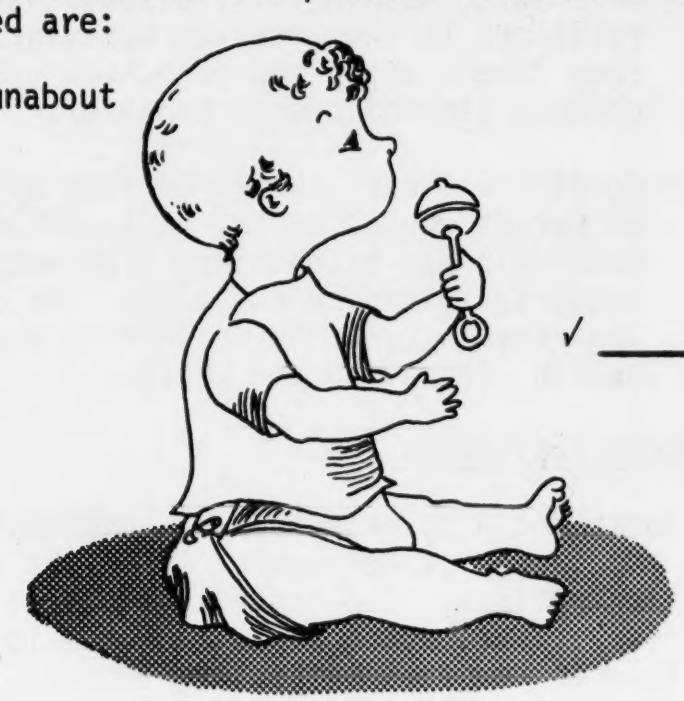
The Factsheet is for students reading at the 5-8 level and may be used for review and reinforcement of the background material. It may be taken home for further study after it has been used in class.

Worksheet C is also designed for students who read at the 5-8 level. After making their multiple choice selections and answering the short subjective questions, the students should discuss the concepts implied in this worksheet.

Student Worksheet A: *Characteristic Behavior*

Instructions: Write the correct word next to the picture it tells about. The words to be used are:

Infant, Toddler, Runabout



✓ _____

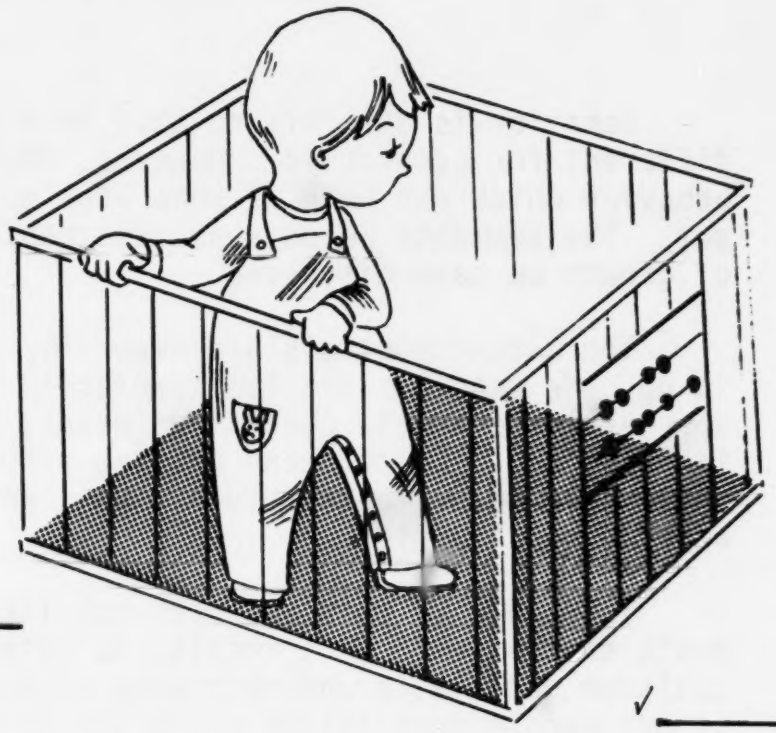
✓ _____

✓ _____

Student Worksheet B: *Characteristic Behavior*

Instructions: Look at the pictures. Use the letters A, B, C and D to show the order in which children might become able to do these things. Talk about the reasons for each choice.

✓ _____



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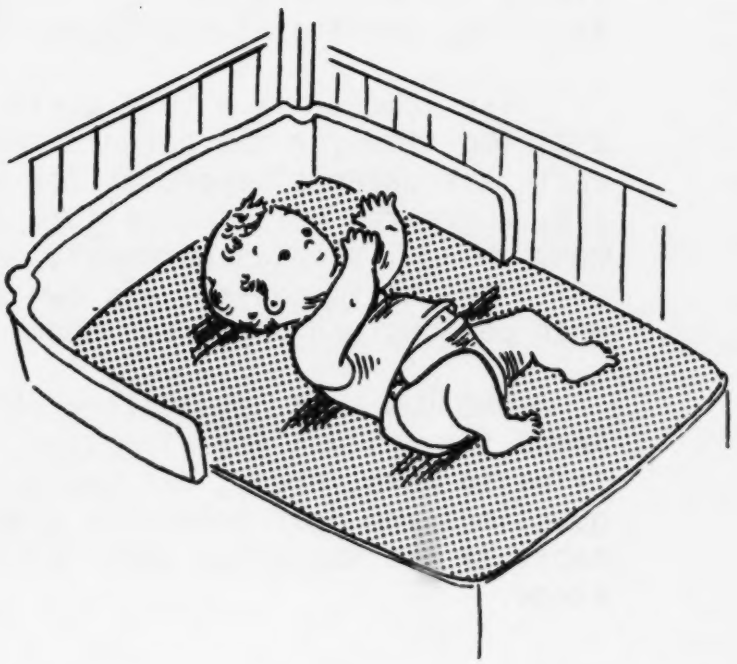

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Student Factsheet: *Characteristic Behavior*

HOW CHILDREN GROW

Behavior is directly related to growth, with the rate of growth being different for each child. However, there are some general types of behavior which can help us know what to expect about the way a child will act. The comments below show this behavior for children at the three levels of growth we have discussed.

The *Infant* controls his head, first by turning it and then by holding it up. He uses arm and leg muscles to turn over. Some time later, he sits up. As large muscle control develops, he begins to crawl. The next step is "cruising," which means walking around large objects such as a crib, while holding on to the sides. He then will try climbing and finally, walking, by himself.

The child of this age does not like to be held down or have his movements controlled. As a result, he hates to be dressed. He shows a lack of patience and little understanding of right and wrong. The infant will look at and handle most things which are close at hand. Then, quite often, he will put them into his mouth for a better "look." He has a need for sucking, thumb or pacifier, and the less fuss the parents make about it, the more likely the child is to stop. Teeth will come through after a period of drooling, chewing, fretting,and bad temper.

The *Toddler* is a very curious, active little fellow who helps make this a tiring time for the parent. He is getting around quite well now. He wants his parents' approval for his actions. At this age, father begins to play a greater part in his life than before. The toddler may be afraid of many things, such as darkness, drains, and of being left behind. This child begins to control his own actions through the use of words which now mean persons and objects. Soon, he will talk about ideas.

The *Runabout* pays better attention, enjoys play-acting, and usually knows the reasons for his play. He likes to help with household chores. He tries to wash, dress, eat,and to use the toilet by himself. He asks many questions and just generally seems to become more of a person. A funny habit is his fussiness about scratches, cuts, and bruises...the "Band-Aid" stage.

Student Worksheet C: *Characteristic Behavior*

Instructions: Complete the following sentences and be ready to discuss each with your instructor. Place a check in the correct box or boxes to indicate the correct choice(s). There may be more than one correct choice for some.

1. Children grow:

   [ ] at different rates

   [ ] through the same general patterns but with individual differences

   [ ] slowly in the first few years

2. It is normal for the infant to:

   [ ] show great patience

   [ ] like to be held down

   [ ] crawl before he walks

3. It is good for the one-year old to:

   [ ] stay in a playpen

   [ ] look at pictures

   [ ] try to feed himself

4. The two-year old should:

   [ ] have a place for very active play

   [ ] always have his mother feed him

   [ ] never try to do things for himself

5. It is to be expected that the toddler will:

   [ ] want his parents' approval

   [ ] have no fears

   [ ] be very curious

6. It is good for the four-year old to:

   [ ] be seen but not heard

   [ ] ask many questions

   [ ] help with household chores

7. The Runabout:

[ ] may need help from time to time in washing and dressing

[ ] will begin to plan his own play activities

[ ] will not be able to feed himself

Instructions: Answer the questions in the spaces below:

Why is it important to know about the ways children might be expected to behave? _____

_____

_____

_____

What are some actions you could expect from an Infant? _____

_____

_____

_____

What are some actions you could expect from a Toddler? _____

_____

_____

_____

What are some actions you could expect from a Runabout? _____

_____

_____

_____

PHYSICAL AND EMOTIONAL NEEDS OF CHILDREN

Background Materials for the Instructor

Physical Needs

A child has the basic physical needs of food, shelter, cleanliness, health, safety, rest, exercise, and changes in environment (temperature, light, air) which must be attended to by his parents. In attempting to meet these needs, parents sometimes encounter difficulties.

As an example, parents are often troubled by the eating habits of their children. It is best to remind parents that children never deliberately starve themselves in the presence of an adequate, appropriate, varied, and balanced supply of food, except possibly as an expression of severe emotional distress. They will be guided by their ever-changing appetites to eat a sustaining diet <u>if</u> parents maintain an emotionally neutral attitude about eating. Parents should attempt to relax and try not to show their anxiety about the child's feeding behavior.

Usually, an infant may be taken outdoors two to three weeks after birth if the temperature is over 60 degrees, and in colder weather at six or eight weeks. There is no substitute for fresh air and sunshine to improve a baby's appearance, appetite, digestion, and resistance. A child who gets out for exercise, in any temperature, will have a better appetite.

The child needs to be as warm or as cool as the situation warrants. An infant should be dressed by the thermometer and not the calendar. Since he is so tiny and seemingly fragile, it is a natural inclination to over-dress him, but this is to be discouraged. However, parents worry about this less often as the child gets older and is obviously active enough to be comfortably warm without being overdressed. Any child should be dressed in simple garments, since these are less expensive and more easily laundered.

In providing for a child's health and safety, the parents should not overprotect him, but rather, teach him skills and abilities that will encourage self-confidence. Some children will tend to have more accidents than others, and consequently must be more carefully supervised. It is necessary to create a safe environment by correcting dangerous conditions in the home and in outdoor play areas. Safety precautions can be taken by:

- keeping a first-aid book
- storing medicines in places not accessible to children
- promptly disposing of empty plastic bags
- never leaving a child alone in the kitchen when the oven is lighted

- turning pot handles inward on the oven
- removing doors from empty, unused appliances
- maintaining good lighting throughout the home, especially near stairs
- removing trash and litter from outdoor play areas
- keeping a list of emergency telephone numbers (doctor, ambulance, fire, police) handy

Some hazards cannot be physically removed and children must be instructed to respect their presence and avoid them.

The child shows marked development of large-muscle coordination from birth to 5 years, but his small-muscle coordination and eye-hand coordination are still not well-developed even at five. Consequently, this child has a need for objects, toys, or tools which can be manipulated. The fact that the infant puts most toys in his mouth helps determine the kind he should have. They should be smooth, easily washed, and large enough so that they cannot be swallowed. Small painted or woolly toys should be avoided. Any playthings suspended from crib or playpen must be fastened tightly at both ends. Household items which can be used as toys are preferable when appropriate.

A child in his early years has an insistent need for stimulation. Sucking is experienced by an infant as a need independent of hunger. Sampling the texture and shape of various substances enriches the child's spirit. The child wants to see, touch, handle, taste, sniff, and use. Words alone seldom satisfy his deep-rooted curiosity. Because of this eagerness and acquisitiveness, it is imperative that the parent be physically present and physically loving at all times.

Even as an infant, a child needs daily exercise. With the very young this exercise should be on a large, protected, padded surface. Part of this activity should be play which is initiated by the parent. However, the parent must be ever cautious that the physical activity involved is limited to that type for which the infant is physically prepared. As the child grows older, exercise activities can and should be increased in terms of amount and variety to insure good health and proper physical development.

Emotional Needs

A child needs attention, affection, respect, and occasionally, solitude. He needs to be able to explore, and to communicate with those around him. He should begin to develop a self-image.

The experience of love, affection, and the child's perception of them as sincere emotions, is an extremely important realization. This can be achieved through moments of open, warmly expressed, individual and family love, as well by a general attitude of affection. It cannot be stressed enough that these open expressions and attitudes be experienced early and continuously throughout the child's formative years.

Because of his great curiosity, a child must *know*. His inquisitiveness is expressed by countless questions as to "Why?," "When?," and "How does it work?" He needs time every day to amuse himself without adult interference, and a special place for this solitary activity; his room, or his part of a room.

A child should be put to bed in a room other than the parents' as early as possible. All the lights should be turned off at bedtime from the beginning. Parents should not attempt to teach a child directly about accepting bedtime during the first year. He will adapt to the routine you informally establish.

Bedtime may be utilized for conversation with a child, with the result that he will begin to look forward to it. If a parent bothers to listen, a child will learn to share his hopes and fears. The child needs to communicate these feelings. Children can experience frustration and resentment when parents seem uninterested in their feelings or thoughts, and this can cause outbursts or tantrums.

Once the child is older (2-5 years) and has had established a feeling of well-being within himself as an infant, the next important experience to develop is that of self-respect and self-worth. Thus, a parent who listens attentively conveys to the child that his ideas are of value and that he is respected.

Favorites among toys, blankets, and things are a necessity. Even when these possessions are old, worn, broken, or torn, it is better not to separate a child from them, no matter how embarrassing to the parent.

In understanding the emotional needs of children, it is wise to keep in mind the alternations of emotions they naturally undergo. There will be periods of harmony, then disharmony, of expansiveness and introspection, and calm followed by storm.

Emotional expression should not be denied. It cannot be stopped, only suppressed. Often this emotion cannot be talked away, but it usually can be diverted. Many times when an emotion is admitted and verbalized by a sensitive parent, this in itself is enough to clarify the situation and bring emotional relief to the child.

Suggested Lesson Plan

Aims

- To help parents improve their methods of caring for the physical and emotional needs of the child
- To develop the concept that in order for parents to fully understand and care for their child, they must be aware of his emotional and physical needs

Motivation

Parents are usually deeply and selflessly concerned about the physical and emotional needs of their children. Parental love and instinct are two of the strongest drives a person has. The following concepts manifest this generalization and may be utilized as a springboard for discussion. A child needs:

- physical care

- sufficient attention
- verbal stimulation
- to be an integral part of a comfortable household

Children, parents, homes, and circumstances differ. However, apart from cultural values, all children have certain basic emotional needs and these are very closely related to their physiological demands. Children faced with unpromising futures may have been short-changed with respect to some of these needs.

Invite the students to bring in pictures of their young children or close relatives. Use an opaque projector to view the photographs. Encourage each contributor to discuss the young child in terms of age, habits, likes, and aversions. Summarize the presentation with a statement to the effect that these children are all very much alike, and yet unique. Then ask the students several questions which will cause them to find other ways in which children's needs are similar. The following questions might be used:

- How do children act when asked to pose for photographs?
- Why do children like to see pictures of themselves?
- Why do children want and need attention when they are upset, hurt, or confused?
- Why, in a group situation, do some children like to be served before other children?
- Why do youngsters dislike sharing their toys with others?
- Why do children sometimes wish to be left completely alone?

All children have similar needs, but parents should be aware that, at the same time, the various children of their own family will have different outlooks, temperaments, and behavior. These differences must be considered in dealing with the children.

Affirm the needs which are discovered through this discussion, and then develop an awareness of the child's emotional needs. Use the chalkboard to list the concepts.

Development

The instructor should involve the class in selecting concepts to be discussed. List on the chalkboard a number of the concepts shown below and allow the students to express their interest by choosing the ones to be discussed.

- Besides food, shelter, and general care, the child receives love and affection from the person caring for him.
- Singing, rocking, talking, bouncing, changing positions; changing environment (light, air); and showing things, are ways of stimulating a child into alertness.
- Apart from eating and sleeping, the child spends most of his remaining time at playing and exploring.

- Children should be permitted to have a time and a place to play and be alone; to enjoy solitude.

- When children play house and dress up they are imitating their parents. Why?

- Parents provide a sense of security when they maintain schedules and routines.

While discussing the concepts above and stressing their importance to the class, it would be useful to encourage the parents to apply them in their own households by doing the following:

- regularly spending time with their children

- cuddling the infant and the young child

- listening to what the child has to say

- maintaining relatively consistent routines and schedules

- providing a safe place in which the child may live and play

- talking to the young infant; avoiding the use of baby talk

- reading picture books and children's books to share in the child's learning

- explaining new things to the child

- keeping the child well enough protected so that new experiences do not disturb or bewilder him

- not leaving a young infant in a crib or playpen for long periods of time without putting in different objects, changing positions, or changing the environment (air, temperature)

- taking the child for walks and telling him the names of objects he sees

- letting children help with household chores, such as folding clothes, dusting

- encouraging others in the home to respect the child's right to be alone

- providing playthings such as cereal boxes, empty cartons, old spoons, paper cups, pans, drinking straws, and old clothes (It would be helpful to keep each child's things in separate cardboard cartons.)

- feeling that the child will do well

- praising the child's accomplishments

- helping the child understand his mistakes
- refraining from ridiculing
- forgetting about thumb sucking if it is only occasional, but trying to notice and remove situations which tend to foster it
- trying to be patient

Suggested Activities

- Show the filmstrip, *Rachel's Child*. This filmstrip is especially appropriate in that it reinforces the concepts dealing with the child's need for:
  - stimulation
  - changes in environment (temperature, light, air)
  - useful learning toys
  - love and affection
  - rest and preventive health care
  - family harmony and unity

  (see frames 16-23; 29-30; 37-39)
- Have students discuss what, if anything, they would do differently in caring for their own children as a result of their participation in this lesson.
- Divide the class into two groups, one to discuss physical needs, the other, emotional needs. Recorders might prepare short summaries of the respective group discussions.
- Take note of TV schedules for appropriate programs (e.g., family situation comedies) and encourage parents to view them. This is an opportunity to use somewhat stylized but reasonably true-to-life situations as discussion topics.
- Prepare one group within the class to compile a list of typical community and household safety hazards. The remainder of the class may respond to the list by proposing the solutions to, or the precautions necessary to eliminate, the hazards.
- Prepare a list of household items such as wooden spoons, jar rubbers, and clothespins, which would be suitable for an infant's play. Concepts developed in the Background Material should be considered in the selection of these toys.

Worksheet Activities

Worksheet A is intended primarily as a discussion activity for students who read up to the second grade level. Permit the students to study the illustration for a moment. Read with them the caption: WHAT ARE THE GOOD THINGS HAPPENING HERE? They are to think of the physical and emotional needs that are being satisfied in the illustration. The teacher should list on the chalkboard the responses of the students. The students are to copy this list from the chalkboard in the space provided on the worksheet.

Possible Responses:

Love
Affection
Interest
Stimulation
Exploration
Respect
Communication
Self-image

Worksheet B is recommended for students reading at levels 3-4. The teacher should assist the students in completing their worksheets and then generate a class discussion regarding their choices.

The Factsheet is designed for students who read at the 5-8 level and should be used for review and reinforcement. The students may take this home for further study once it has served its purpose as a discussion tool.

Worksheet C may also be used by students who are able to read at the 5-8 level. After providing the students with assistance in the completion of this exercise, the instructor should encourage a class discussion of the answers.

Student Worksheet A: *Physical and Emotional Needs of Children*

Instructions: After discussing the drawing with the instructor, use the spaces below for the ideas he listed on the chalkboard.

NEEDS BEING MET

_____

_____

_____

_____

_____

Student Worksheet B: *Physical and Emotional Needs of Children*

Instructions: Read each of the following and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. A child needs:

   [ ] love and affection

   [ ] regular spankings

   [ ] a chance to find out about his world

2. It is better for children to eat:

   [ ] regular meals

   [ ] only when hungry

   [ ] many kinds of foods

3. A child needs to:

   [ ] play alone sometimes

   [ ] be left alone in a house when there are no adults about

   [ ] play with other children

4. Home safety:

   [ ] is very important in the kitchen

   [ ] can be taught to children

   [ ] is only important after an accident

5. A health checkup should be given:

   [ ] only when the child feels sick

   [ ] regularly as suggested by the doctor

   [ ] at least once a year

Student Factsheet: *Physical and Emotional Needs of Children*

Needs of Children

- All children have the physical needs of:
  - food
  - shelter
  - personal safety
  - cleanliness
  - health care
  - rest
  - exercise
  - changes in temperature, light, and air
- Children who get out for regular exercise generally have better appetites.
- Children need to see, touch, use, taste, and smell.
- All children have the emotional needs of:
  - attention
  - love and affection
  - being alone once in a while
  - new experiences
  - respect
  - the feeling of self-worth

Suggestions for Parents

- Favorite toys, blankets, and objects, even though they are old, worn, or broken, and embarrassing to you, should not be taken away from the child.
- Have regular health checkups to *prevent* illness. This means checkups even when the child appears healthy.
- Use safe household items for toys.
- Avoid overdressing your child in cold weather.
- Speak your feelings to your child in order that he may better understand you and himself.

Student Worksheet C: *Physical and Emotional Needs of Children*

Instructions: Complete the following sentences and be ready to discuss each with your instructor. Place a check in the box or boxes to show the correct choice(s). There may be more than one correct choice for some.

1. A mother busy cleaning house:

   [ ] has no time for children

   [ ] should use this time to help children learn

   [ ] should talk to her children about her work

2. A child should sleep or rest:

   [ ] only when completely tired out

   [ ] to keep from becoming overtired

   [ ] to help normal growth

3. It is good for parents:

   [ ] to show their feelings to their children

   [ ] to argue in front of their children

   [ ] to allow their children to explore

Instructions: Read and discuss with your teacher the two questions below, and then write your ideas in the spaces given.

1. What ideas about the physical and emotional needs of children have stayed in your mind? _____

   _____

   _____

   _____

2. As a result of this lesson and discussion, will your methods of dealing with your children change? If so, how? _____

   _____

   _____

   _____

SOCIAL AND INTELLECTUAL NEEDS OF CHILDREN

Background Material for the Instructor

Social Needs

A child can easily recognize the aspects of simple social adjustment, such as learning not to hurt other children and to respect their possessions. However, parents should realize that the child must also learn to operate on a higher social scale in the mutual give-and-take of social cooperation. The highest level of social adjustment, the understanding of fellow humans, must also be attained.

Social Interaction

Any child needs the opportunity to learn how to give and take and how to play cooperatively with other children. Parents should establish areas where children can play together under the supervision of the mothers. A youngster begins with a significant social disadvantage if he does not have occasion to know and associate with other children.

As the child nears kindergarten age, he often shows increased devotion to younger siblings and plays with them on an increasingly cooperative basis. This gain in social interaction is usually offset by an ineptness at playing in a group of three or more children. In most instances, this difficulty will be overcome when he enters kindergarten.

With the child's increasing physical development, the parents can assist in his social development by encouraging independence and by eliciting cooperation on his part *when* he indicates a desire to help. This desire to wash dishes, clean his room, and perform other household tasks should be welcomed, and his efforts should be commended.

As he grows out of infancy, the child becomes increasingly aware of other people. A girl, at about the age of two, begins to turn to her father for companionship, whereas a boy might still be closer to his mother. This is a healthy sign, because later the process will be reversed, giving the child an opportunity for support and affection from both parents.

The parents should, within reason, allow the child to express his inner conflict and frustration. A hammer pegboard and a punch toy are appropriate objects upon which a child can vent his wrath. By thus permitting the child to eliminate his resentment in some harmless way, it may then be possible for him to cope with his problem.

Development of the Self-Image

The self-image, or what one thinks of himself, is not a biological trait with which the infant is born, but a phenomenon that evolves from the social and environmental aspects of living. The growth of the social self makes the human infant unique. Those who work and live with the very young need to realize the necessity of self-recognition and the feeling of worth to the emerging personality. The young personality will thrive in an atmosphere conducive to self-expression within socially acceptable limits. Conversely, an infant's spirit will suffer from apathy and passivity in an atmosphere of repression and denial. A child must feel that he is involved in and a part of something in order to be affected by the thing or event. Parents, by having their children put their names on creative efforts, toys, and clothes, are assisting in the development of the self-image.

Play

Development of the self-image can be fostered by play activities. Play aids in the child's social development by providing him with an opportunity to relate to others and absorb the values, mores, and folkways of his culture.

Sociologists contend that the child's enculturation proceeds as he passes through three distinct stages of play:

- preparatory - the child reflects the responses of those immediately around him...the significant others (mother, father, siblings).
- play - the child becomes the actor and assumes the role of a significant other.
- game - the child projects himself into the role of many significant others, such as the various roles of a dodge-ball player, all during the same activity.

Thus, play becomes a natural medium for internalizing values and standards of the child's society, and a way of clarifying the immediate environment for the young child. As a child grows older, family playtime becomes more important to him. Telling stories and playing with toys are one-sided only at first, and these activities are an integral part of the child's social development.

The child's unique play preferences should not be overlooked or disregarded, but rather encouraged. If parents are not sensitive to these preferences, the child's evolving self and uniqueness are impaired.

Humor

An outgrowth of play activities is the development of humor. Children use humor as a way to transform anxiety-producing situations into more tolerable ones. Parents should remember that what constitutes a joke for children varies with the child's stage of social development and personality.

Influence of Culture and Subculture

The child recognizes himself as an individual through an awareness and understanding of his own subcultural surroundings; that is, the value orientations, inhibitions, restrictions, and detrimental as well as positive factors which his ethnic environment provides for him. Parents should realize that the subculture enhances the growth of self-image and encourages respect for the integrity of other cultures and subcultures. Thus, it is important for the child to be exposed to other cultural settings.

Intellectual Needs

The process of learning during the early years is a vast accomplishment, one which is of a magnitude that will never be duplicated by an individual. For example, the feel and sounds of a rattle and the noise and shape of running water are only two of an amazing number of pieces a child has assembled in his cognitive structure.

Language Development

Patience is very important when dealing with a child's language learning. No attempt should be made to coerce a child to talk before he is ready. This practice can be harmful both physically and emotionally. It should be pointed out that the age at which a child begins to talk is usually not a reliable indicator of his intelligence.

A definite sequence can be observed in a child's speech development. The first stage involves early sounds, such as the birth cry and the infant's accelerated breathing. In the second stage, the infant will begin to babble, producing a great variety of sounds. Before the final step, the learning of words, is reached, the child goes through a transitional period when meaningless sounds, often accompanied by gestures, are voiced with different inflections.

The child who is slow to talk may be avoiding doing so because he can get what he wants by using sign language. This is especially true if the infant has an older brother or sister, since this sibling often knows what the child wants and translates the information to the parents.

Language learning comes first through hearing. The child is exposed to the sounds and words of his parents, his peers, and those coming from radio, and television. Through media, language learning can be the same for children of all socio-economic levels. However, the actual amount of learning varies with the degree of associated meaning, and this is determined by the experiences available to the child.

Reading

Having his own reading matter is important to a young child because it has a significant impact on his self-concept and his feelings of adequacy and worth. Parents should read aloud to their children as an aid to reading development. The local library can serve as a source for picture books and reading stories.

Although television viewing is often overdone, it also serves as a tool for language and reading learning. A child should be stimulated to scribble, copy, print, or trace words on scraps of paper as an additional learning exercise.

Additional Cognitive Experiences

Parents can provide supplementary creative experiences by singing to the children and by tuning in music on the radio. Children love music of all types and it is a special bonus when a member of the family plays a musical instrument.

Forms of expressive nonsense verse should be an important learning activity in early childhood education. Museums and zoos provide an occasion for the worthwhile experience of free expression and exposure to different surroundings. It is imperative throughout the infant years that the child have the opportunity to discover his world by seeing and doing things.

As the child nears kindergarten age, the parents should increasingly expose him to printed matter and introduce simple mathematical concepts. Some useful ideas on mathematics may be found in Developing Mathematical Awareness in Prekindergarten Children, a publication of the New York State Education Department, Bureau of Elementary Curriculum Development.

Suggested Lesson Plan

Aims

- To persuade parents that the child should be exposed to different environmental situations as a necessary part of his social and intellectual development.

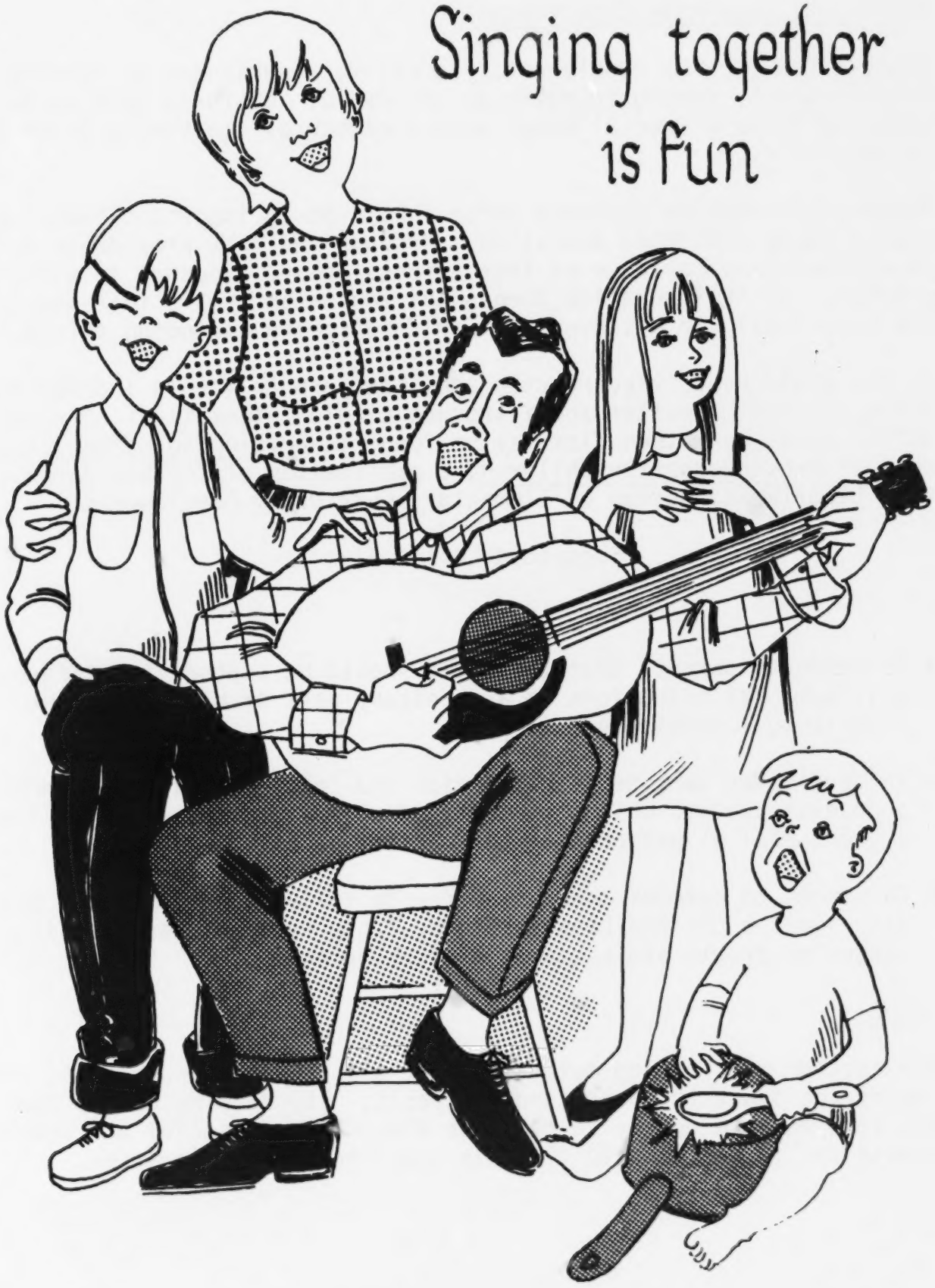
- To develop an awareness that social and intellectual development is a gradual process which, in terms of observable results, requires a great deal of patience on the part of parents.

- To stress to parents that, in order to fully understand what they can expect a child's behavior to be, they must be aware of his stages of growth and patterns of development.

Motivation

The teacher may develop motivation for this lesson based on his understanding of the students' needs and interests. The drawing on the next page may be used as a device to initiate discussion on social and intellectual growth and is designed to visually supplement the discussion.

Motivation (cont.)



Development

Develop a class discussion around the following concepts by asking some lead questions similar to those indicated.

CONCEPT	QUESTION
• Verbal and physical interaction promotes social and intellectual growth.	• How do a child's activities promote social and intellectual growth?
• Family activities that encourage social and intellectual growth may occur in the home.	• In addition to the activity shown in the preceding drawing, what other family activities contribute to social and intellectual growth? (Listening to radio and TV, reading, repetition of words, and meal-time discussions.)
• Social and intellectual learning also takes place when adults are not present.	• List some growth-promoting activities in which children can participate in the absence of an adult. (Playing with other children in the home and outside; watching selected television offerings.)
• Unplanned environmental experiences promote social and intellectual growth.	• List the times during a child's day when this growth occurs. (Walking to school and to the store; visits to the home by friends and relatives; observing brothers, sisters, and adults in their daily routines.)
• A child can develop his self-image and grow socially and intellectually in isolation from other persons.	• What activities can a child perform himself which promote growth? (Playing and walking by himself; brainstorming to think of unusual activities, e.g., pantomime, planting flowers.)

The following suggestions to parents for promoting language development should be referred to during the discussion:

- Only by hearing a word many times can a child begin to form the syllables correctly. Table! Table! Table!
- Do not fret if your child makes a mistake, and be sure to stop the activity when the child becomes bored.
- Do not engage in baby talk.

- Recognize and show pleasure with the child's halting efforts to speak.

The instructor should emphasize to the parents the importance of using English as a means of assimilating the child into the mainstream of American culture and of developing his intellectual capacity.

Suggested Activities

- If sufficient interest has been created by Worksheet A, arrange for your class to establish a supervised playground under control of the mothers. This playground might lead to an informal nursery school arrangement. For additional information on the nursery school, write to the State Education Department, Bureau of Child Development and Parent Education.

- Arrange a trip to the library, thus enabling your students to see children's literature materials. Have each student borrow a book which might be of interest to his child. During the next class period, the students will report on the child's reaction. Of course, the librarian should be forewarned of the class visit. This activity could lead to regular, independent visitations by parents.

- Have each student arrange a family activity which might promote social and intellectual development. Each student will describe:
  - type of activity
  - time of day
  - family members participating
  - benefits derived from the activity

- Show the filmstrip *Rachel's Child*. It may be used to reinforce some of the concepts pertaining to social and intellectual development (especially in frames 16; 19; 20-23; 32). The filmstrip should be previewed by the instructor before it is seen by the students.

Worksheet Activities

Worksheet A is designed as a review exercise and a discussion tool. It is intended particularly for students who read up to the second grade level. Allow the students a few moments to study the illustration, then read the caption with them to begin the discussion. Bring out the advantages and disadvantages of playground activities by dividing the class into two groups, one being charged with the responsibility for compiling a list of advantages, the other, disadvantages. Possible responses might be:

- advantages - cooperative play; opportunity to play with children of other subcultures or ethnic groups; a chance for the mothers to socialize; free time for the mothers when it is not their turn to supervise

- disadvantages - difficulty in arranging schedules; problems of discipline with a large group of children; caring for children other than one's own; conflicts arising from play activities

Worksheet B is intended for those reading on the third grade level or above. The instructor must be prepared to help the students complete the forms. After the worksheets have been completed, have the students discuss their answers.

The Factsheet, for students reading at the 5-8 level, has a Glossary of terms and simplified restatements of this lesson's concepts which may be used for class discussion. This sheet may be kept by the students for further study or future reference.

Worksheet C is also to be used by students who are able to read at the 5-8 level. After the worksheets have been completed, a review of the answers will serve as a good discussion activity.

Student Worksheet A: *Social and Intellectual Needs of Children*

Instructions: While looking at this picture, think of the good and bad points shown. Be ready to discuss your ideas with the class.

Student Worksheet B: *Social and Intellectual Needs of Children*

Instructions: Read each of the following and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each of these questions.

1. A child needs:

   [ ] cooperative play experiences

   [ ] a lot of expensive toys

   [ ] to watch TV every day

2. A family can help the intellectual and social growth of a child by:

   [ ] having music in the home

   [ ] eating together

   [ ] arguing with each other

3. A father:

   [ ] can help a child's social growth

   [ ] should leave everything to mother

   [ ] can help with a child's learning

4. A child learns by:

   [ ] listening to a radio

   [ ] playing with brothers and sisters

   [ ] playing alone

5. Play activities:

   [ ] help to develop the self-image

   [ ] start when the baby can walk

   [ ] are only for older children

6. Music:

   [ ] is enjoyed by young children

   [ ] is for teen-agers and adults only

   [ ] can become a family activity

Student Factsheet: *Social and Intellectual Needs of Children*

Glossary

ACTIVITY: The act of doing something; or, the thing that is being done

COOPERATIVE: Helpful; shared, or being done together

DEVELOPMENT: Growth (physical, intellectual, social, emotional)

INTELLECTUAL: Having to do with learning and knowing

INTERACT: To do something with another person or other people

LIBRARY: Place where there are many and all kinds of reading materials

OPPORTUNITY: A chance

PATIENCE: Ability to wait or take your time without becoming upset

SELF-IMAGE: What one thinks of himself

SOCIAL: Having to do with people and life

Social

The child needs a chance to learn how to play cooperatively with other children. These play activities help in the development of self-image. The child should also interact with the members of his family.

Intellectual

Some good rules to follow when you are helping your child learn to speak are:

- Say new words over and over again.
- Do not use baby talk.
- Use simple words, clearly and correctly spoken.
- Be patient.

To help children learn to read and write parents can read to them and give them paper to write on. Families can help each other develop intellectually by doing things together. Good family activities include walks, games, and visits to the library, museum, and the zoo.

Student Worksheet C: *Social and Intellectual Needs of Children*

Instructions: Complete the following sentences and be ready to discuss each with your instructor. Place a check in the box or boxes to indicate the correct choice(s). There may be more than one choice for some.

1. Patience on the part of parents:

   [ ] is not possible

   [ ] is necessary in dealing with young children

   [ ] is important to the child's social and intellectual growth

2. Cooperative play:

   [ ] has little effect on the self-image

   [ ] involves two or more children

   [ ] usually takes place in the home

3. Young children:

   [ ] enjoy drawing and scribbling on paper

   [ ] should have stories read to them

   [ ] should not watch television

4. When talking with a young child, the mother and father should:

   [ ] use baby talk

   [ ] not repeat new words

   [ ] be patient

5. Visits to museums and libraries, and other family outings:

   [ ] are really a waste of time

   [ ] help the child grow socially and intellectually

   [ ] are worthwhile family activities

Instructions: Answer the questions below in the spaces provided.

1. What are some ways in which the family can help a child develop his self-image? _____

_____

_____

_____

2. List some of the things that parents can do to help the intellectual growth of their children. _____

_____

_____

_____

FAMILY RELATIONSHIPS AND RESPONSIBILITIES

Background Material for the Instructor

A child needs protection, control, and assistance from his parents in terms of clothing, food, shelter, and health needs. However, at the same time, he needs freedom to:

- learn skills
- choose goals
- make decisions

For their part, the parents should respect the child and permit him to feel a comfortable reliance on them and confidence in his own efforts. It is the parents' responsibility to make the unknown familiar and to eliminate potential frustrations. The parent should admit his own shortcomings and acknowledge that other people have good ideas.

Communication

Communication is essential if family members are to establish good relationships and assume individual responsibilities. Communication takes the form of speaking, listening, and using signs, gestures, and facial expressions. A communication code is based on respect and skill and it requires:

- messages which preserve the individual's self-image and self-respect
- statements of understanding which precede advice or instruction
- parental awareness that the child is very receptive to attitudes as they are communicated both verbally and by suggestion

Although a child should not be confronted with unnecessary and confusing choices, effective family communication allows the child a voice, and whenever indicated, a choice, in matters that affect him. For example, a parent should not ask the child if he wants breakfast, or if he wants eggs for breakfast, but rather give him the choice of scrambled or fried eggs.

Communication also involves the establishment of limits and restrictions. To eliminate endless arguments, limits should be total rather than partial and they should convey authority, not insult. Further, it is the act, not the wish, which is to be limited.

To communicate effectively with each child, the parents of a family with two or more children should avoid preferential treatment for one child and concentrate on instilling self-confidence in each child. Relations with the children should be built upon trust which comes from the love for each child. The child thus needs to be loved uniquely, not uniformly. Even though the parent offers this love and affection to each child, he should not have an insistent need to be liked by the child.

In communicating with each other, the parents may disagree about what should be done for the child. However, such arguments should not be carried on in the child's presence, since the child is likely to take a side; obviously that of the parent who appears to be urging his case. Also, the child learns from these exchanges to play one parent against the other.

Many parents envision their children as great baseball players or musicians because they were frustrated in their own athletic or cultural aspirations. This desire on the part of parents often leads to frustration and even emotional disorders in children.

Rivalry

Poor family communication can result in rivalry among siblings. This is especially evident when a new baby arrives from the hospital. The initial discussion of this problem as handled in the lesson PREPARATION FOR PARENTHOOD was concerned primarily with preparing the siblings during pregnancy. This advance preparation should not be overdone since the young child has a limited notion of time.

Once the new child is home, the sibling may divulge his feelings directly or indirectly. He may strike the baby or say, "Naughty baby," "Don't like baby." On the other hand, he may express his antagonism by refusing to eat or sleep, or by being a bother during the baby's feeding time. These signs of competition may not be evident immediately, but rather may only be revealed after an interval of relative harmony. This rivalry can often become a major problem of discipline.

A father can help to eliminate rivalry by bringing home some small token presents from the hospital, purportedly from the new baby and coincidental with the baby's arrival at home. When friends and relatives come to visit, they can be encouraged to assist the parents by inquiring first about the older child before turning their attention to the newborn.

Some general principles in handling sibling rivalries might include:

- Be careful about lavishing praise on a child who is already regarded as the favorite in the eyes of the others.
- Treat each child as an individual.
- Help the jealous child find more satisfaction in his own life by calling attention to new hobbies or interests.
- Reinforce the good behavior of a usually troublesome child by showing satisfaction and encouragement.

Discipline

A significant aspect of child development is discipline. As a child grows, his behavior alters through the combination of his physical changes and the accumulation of experience. Most of that experience in the early years is based upon the parents' reactions to the child's behavior.

Probably the most important consideration in the matter of discipline is that the young child's actions are physical and emotional rather than intellectual responses. Thus, the most useful definition of, and approach to, discipline is to interpret it as the direction and control of impulses. Consequently, firm but friendly restraint of a very young child is a more successful means of dealing with his outbursts than getting involved in a debate or argument about the situation. A simple no, physically removing the child from the situation, or holding him to prevent his muscular response are among the most effective solutions until such time as the parent feels a child is old enough to understand why the act is not permissible.

Some suggestions which might be helpful in disciplining young children include the following:

- Understand what to expect in terms of a child's behavior as he grows.
- Set household routines so that a child will know his place.
- Make proper arrangements for a child's play (time and space).
- Be responsible for a child's actions until he himself exhibits increasing responsibility.
- Be aware that a child has all kinds of feelings, wishes, and emotions that need some form of expression.
- Be consistent in dealing with a child's behavior.
- Try to prevent situations which will probably be troublesome or cause bad behavior.
- Do not argue with a child; an attitude or action by the parent which supports a simple *NO* is enough. Recognize that, as a child approaches school age and becomes more experienced, many situations will permit an interchange of reasoning between parent and child.
- Restrain or physically divert a child to avoid or remedy difficult situations.
- Give a child the opportunity to learn from experience.

The age from infancy to preschool is a time in which the beginnings of self-discipline can be developed. If a child has responsibilities and duties to perform, he can develop habits and mannerisms which will grow into self-discipline. This self-discipline, properly developed, will:

- build security by setting limits and boundaries

- help the child learn to live and adjust to certain standards
- develop a sense of "doing the right thing"
- enable the child to receive approval for things done correctly
- aid in building self-control, in developing a positive self-image, and in strengthening the ego

Each member of the family must give the others the courtesy and respect he would like to have if he were trying out new activities. Thus, each should praise the attempts of the others and be confident of the attainment of their objectives.

Parents should recognize what each child's place in the family means to him, as in the following:

- eldest -- independent, formerly the center of interest and attention
- middle -- striving for place and affection between the others
- youngest -- most dependent; most able to elicit attention

A family is responsible for developing a healthy self-concept within each of its members. This self-concept must include feelings of safety, security, belonging, adequacy, and integrity.

Suggested Lesson Plan

Aims

- To cultivate the concept that favorable family relationships are promoted by honest communication and dialog, respect for the individual, parental sensitivity, and rationality
- To alleviate parental concern about such problems as discipline and rivalry

Motivation

The instructor can best provide motivation for this lesson through his knowledge of the students and through the rapport he has achieved with them. The following are suggestions to aid in establishing this motivation:

- Have students comment on situations in their experience in which poor family relationships were evident. Direct discussion toward improving family dialog and increasing parental sensitivity.
- Discuss recent TV programs such as situation comedies which depict family relationships.

Development

Read the following story to the group. Ask students to consider how they would handle this kind of situation. Explore with them the reasons for their answers.

> A father and his three year old son walked down the street, hand in hand. They were looking in shop windows to pass the time of day. Father stopped to look at a pair of shoes and became rather absorbed in the window display. He dropped the boy's hand. The next thing he knew, his son was not standing next to him. He became worried and angry. In a moment he saw his boy across the street playing with a dog.

After the story is read, discussion should be concerned with developing the following concepts:

- A learning situation exists in this example.
- Punishment is probably not necessary.
- The father rightly showed his feelings.
- Discussion of the incident with the child should occur at the time of its occurrence, not later.

Discussion should also deal with the establishment of rules and guidelines which are appropriate to the child's developmental needs. These rules should be settled upon after taking into account the temperaments of both parent and child. Once adopted, the rules should be:

- the determining authority in the home
- the shared responsibility of both parents
- enforced immediately when an infraction occurs
- applied consistently
- enforced with a minimum of discussion
- sensitive to the child's needs as expressed through his behavior, language, and by his developmental level

Further, parents must realize that the child will test these rules and their enforcement.

Suggested Activities

- Show the filmstrip *Rachel's Child*. It may be used to reinforce some of the concepts pertaining to family relationships (especially frames 32-40; 49-53). The filmstrip should be previewed by the instructor before it is seen by the students.
- Divide the class into three groups. Each group, after choosing a leader and a recorder, will discuss a home situation in which discipline is necessary. The group members will then solve the situation and the recorder will report this solution to the class.

- Try to view a film on discipline or family life.

- As a class project, suggest that each family represented by the class members establish one rule and begin to enforce it. Discuss why the rule would be helpful to that family, how the children might react, and some circumstances which would make the rule difficult to enforce consistently. Have the students report the progress or problems they are experiencing.

Worksheet Activities

Worksheet A is intended primarily for students who read up to the second grade level. Allow them a moment or two for studying the illustrations. The students should then construct imagined conversations based upon these pictures. From the first picture, the following concepts can be developed:

- Prepare siblings for the new arrival.
- Treat each child uniquely.
- Express feelings.
- Praise good behavior, not personality.

Then on the basis of the second illustration, develop these concepts:

- Parent understanding comes before advice.
- Firm and consistent enforcement of rules is necessary.
- Do not ridicule.

Worksheet B is recommended for those reading on the 3-4 level. The instructor must be ready to assist the students in completing the worksheet. When this has been done, discussion should center on the students' reasons for their choices.

The Factsheet is for students who read at the 5-8 level, and it may be used for review and reinforcement of the lesson content. It may be taken home for future reference by the students once it has been used in class.

Worksheet C is also designed for students reading at the 5-8 level. After making their matching test selections and answering the short subjective questions, the students should review the concepts implied in this worksheet.

Student Worksheet A: *Family Relationships and Responsibilities*

Instructions: Look at the pictures. Write on a sheet of paper what you believe the people might be saying, thinking, and feeling.

Student Worksheet B: *Family Relationships and Responsibilities*

Instructions: Read each of the following and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. People show their feelings through:

   [ ] the way they act

   [ ] the looks on their faces

   [ ] what they say

2. When children argue, it is best for parents to:

   [ ] understand the situation before giving advice

   [ ] ignore it

   [ ] respect each child as a person

3. Each member of the family should have feelings of:

   [ ] belonging

   [ ] loneliness

   [ ] fear

4. Family rules should:

   [ ] be carried out by both parents

   [ ] be for some family members only

   [ ] be based on respect for each other

5. Parents should know that:

   [ ] children will test the rules

   [ ] the youngest child gets attention more easily than the others

   [ ] children must have their own way

Student Factsheet: *Family Relationships and Responsibilities*

Communication

Family relationships depend on communication. This takes the form of speaking and listening, gestures and facial expressions, and attitudes. Family members must communicate in a way that lets both the child and the parent keep self-respect.

Rivalry

Things to remember in dealing with children's jealousy are:

- to treat each child in a special way
- to understand before giving advice or punishment
- to praise good behavior, not personality
- to call attention to new interests

Discipline

Some hints for good discipline might include:

- Try to understand how the child's behavior is expected to change as he grows; this will explain many of his actions.
- Set household routines so the child will know his place and make good arrangements for his play activities.
- Remember that he is a child and his actions will be childish.
- Try to keep a child away from situations which will cause trouble or bad behavior.
- Hold a child firmly to stop him from throwing things or hurting himself.
- Do not argue with the child; a simple <u>NO</u> is enough for the very young.
- Do not use bribes.

Parents should make rules that are reasonable, realizing that children will test them. These rules should:

- have no exceptions
- be enforced by both parents
- guarantee respect for the child and the parent
- always be enforced

The family has the duty to build in each member a feeling of safety, belonging, worth, and trust. Each child has a place in the family as follows:

- eldest -- was once the center of attention; independent
- middle -- trying to find a place in the family
- youngest -- gets attention most easily; needs others the most

Student Worksheet C: *Family Relationships and Responsibilities*

Instructions: Match the words with the meanings by placing the correct letter in the boxes to the right.

A. having value, merit

B. to control

C. exchanging thoughts with someone else

D. to care about, to have regard for

E. a struggle

[ ] communication

[ ] discipline

[ ] rivalry

[ ] respect

[ ] worth

Instructions: Read and discuss the following questions with the instructor. You may wish to write down your ideas.

1. Have there been any changes in your family relationships as a result of this lesson and discussion? If so, what are they? _____

_____

_____

_____

_____

_____

2. Have your ideas about discipline changed? If so, how? _____

_____

_____

_____

_____

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EVALUATION SHEET

Parent Education and Family Life

Child Development: The First Five Years

Check (✓) the appropriate comments below:

1. The introduction:
   - aids in budgeting time spent on individual lessons _____
   - highlights lesson objectives _____
   - provides little or no help _____

   Comments and Suggestions:

---

2. The background material:
   - is adequate _____
   - provides specific help _____
   - shows little relevance to your situation _____

   Comments and Suggestions:

---

3. The suggested lesson plans are:
   - well-organized and meaningful _____
   - helpful in teaching classes _____
   - appropriate for your classes _____
   - lacking in varied techniques _____
   - trying to cover too much _____

   Comments and Suggestions:

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4. The filmstrip, *Rachel's Child:*
   - stimulates class interest _____
   - is helpful in stressing concepts _____
   - presents pertinent content _____
   - lacks appropriateness _____
   - possesses little value _____

   Comments and Suggestions:

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5. The student brochure, *Child Development: The First Five Years:*
   - helps reinforce the lesson material _____
   - successfully stresses the concepts _____
   - has some value _____
   - is of little use _____

   Comments and Suggestions:

Please send completed sheet to:

New York State Education Department
Bureau of Continuing Education Curriculum Development, Room 326
Albany, New York 12224

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